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ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students plan and prepare a practical activity (the example used is catering). The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

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Youth Training Scheme CORE EXEMPLAR WORK BASED PROJECT

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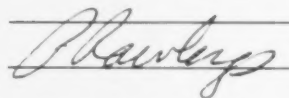
Ready, steady, go !

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ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

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INTRODUCTION

WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing

To make the most of all the experiences which are available to trainees in the workplaces.

To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.

To help trainees see the relationships between things learnt on- and off-the-job.

To base the assessment of achievement upon trainees' actual performance in tasks.

To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

This group project is designed to provide opportunities for trainees to become involved in planning and preparing for a practical activity. It has been written to enable trainees, who are often only engaged in specific practical tasks, realise the importance of the Core Skills required for efficient planning within any organisation.

It is designed primarily for off-the-job training and will guide the trainees as a group through the planning of a function.

It provides scope for effective integration of on- and off-the-job activities. It would be appropriate for the trainees to carry out this project as a preparation for a function at the work placement. The job specific training elements concerned with food preparation and food service would then be integrated with the meaningful development of Core Skills off-the-job.

ADAPTABILITY

The given scenario is adaptable and although the trainees will not be involved in the bar sales of alcohol, provision is made for a sherry reception and for wine to be served with the meal.

TIMING IN TRAINING PROGRAMME

The project is designed to be used during the second half of the training year. It provides a framework for the development of group communications and working together as a team, whilst developing the skills of number, planning and decision making.

LEARNING OPPORTUNITIES

The trainees, through negotiation with others in different fields of employment, will be given opportunities to develop an understanding of how other industries operate. Assimilation and comparison of the information obtained will encourage discussion and negotiation with fellow workers.

These opportunities will develop Personal Effectiveness in the trainees and will help them to develop their own learning skills enabling them to transfer their knowledge, skills and attitudes, both to other job situations and to their home environment.

REVIEW AND ASSESSMENT

Throughout the project the trainees will be encouraged to do all the initial planning, but with ample phased review to discuss their work with their supervisors and off-the-job tutor.

At the end of each part of the Action Plan, the trainees are encouraged to review their planning and performance through Peer Group Assessment under the direction of their off-the-job tutor.

In addition to the Core Skills shown in the Purposes, during the course of this group project the trainees will have ample opportunity to practise the following.

- 6.1 — Finding out information by speaking to other people
- 6.5 — Interpreting written instructions
- 8.6 — Discussing with other people in workplace
- 10.3 — Deciding on alternative courses of action

Achievements in these skills can be added to the comments section of the Record of Achievement Form at the end of the project. Sufficient copies of this form will need to be photocopied in order for each trainee's achievements to be recorded individually.

SUMMARY

This group project is designed to provide opportunities for trainees to become involved in planning and preparing for a practical activity. It has been written to enable trainees, who are often only engaged in specific practical tasks, realise the importance of the Core Skills required for efficient planning within any organisation.

It is written primarily for off-the-job training and will guide the trainees as a group through the planning of a function.

The adaptable scenario is designed for trainees to practise and develop the Core Skills associated with preparing for a practical activity. Core Skill groups included are — operating with numbers — measuring and marking out — recognising cost and value, finding out and providing information — working with people — planning and decision making

It provides scope for effective integration of on- and off-the-job activities. It would be appropriate for the trainees to carry out this project as a preparation for a function at the work placement. The job specific training elements concerned with food preparation and food service would then be integrated with the meaningful development of CORE Skills off-the-job.

OFF-THE-JOB-TUTORS NOTES

Throughout the project, your experience, guidance and support will be vital to the progression of the group as a whole and will be beneficial in giving confidence to individual members within the group.

ACTION PLAN — PART 1: Help them in their planning and try to attend each meeting that the trainees hold

ACTION PLAN — PART 2: Allow the trainees to allocate the budget for themselves at first. Then, if necessary, show them how to redraft it so that each area to be covered has a suitable allocation of funds.

ACTION PLAN — PART 3: With the group, liaise with the food preparation/food service supervisors for this part of the project, as their guidance will be beneficial in helping decide on the menu and drinks; working out the costings within the budget; and advising on the ordering of food and drinks. However, you and the supervisors must not actually "do" the planning. Allow the group to work out the necessary costings, etc. for themselves, and then encourage them to liaise with you and the supervisors to check their work and discuss and agree any amendments.

Discuss with the trainees, the legal implications involved in the serving of alcohol.

ACTION PLAN — PART 4: With the Group, liaise with the restaurant supervisor for this part of the project.

Allow them to be creative in their decoration. Perhaps suggest working to a specific theme, e.g., Valentine's Day; an 18th Birthday Party; an Engagement Party; etc.

ACTION PLAN — PART 5: The entertainment will, of course, depend on the type of function. However, you may suggest that the trainees find out information on a cross-section of entertainments available, in order to allow them greater practice in comparing costs and benefits of services from different sources which is the purpose of this part of the Action Plan.

ACTION PLAN — PART 6: In this part of the Action Plan, the trainees are given the opportunity to use the skills of planning how to communicate effectively and through this, will practise artistic skills of graphics and design. Allow each trainee to present his/her ideas, and with the group, decide which ones will be the most suitable to use.

REVIEW SESSIONS: At the end of each part of the Action Plan, allow the group to review their achievements and progress through Peer Group Assessment. This will encourage self and group assessment of the work done.

For details of FINAL ASSESSMENT procedures please refer to the Project Information paragraphs on REVIEW AND ASSESSMENT.

Names

TRAINEE.....

SUPERVISOR.....

TUTOR

Times

Please fill in the table below to show the time you spent on this work-based project.
The first column has been filled in as an example.

DATE	21/1/83				
START	9.30				
FINISH	12.30				
TIME SPENT	3 hours				

BACKGROUND

You, as a group, have been asked to cater for a function.

All details have not been finalised at this early stage, but it is expected that there will be a sherry reception before the function and that wine will be served with the meal. You have been told that some form of entertainment is being considered, but it has been decided that there will be no bar sales of alcohol.

Whereas throughout the project you will liaise with your supervisors and off-the-job tutor, the actual planning of the function will be your responsibility.

PURPOSES

Doing this project will provide you with opportunities to achieve competence in the CORE SKILLS listed in the PURPOSES below. Achievement in the CORE SKILLS identified in the Purposes will be assessed and recorded on your YTS Certificate. Ownership of these CORE SKILLS will make it easier for you to transfer to different work situations and to cope with changes in your future life as CORE SKILLS are part of every activity both at work and outside work.

Purposes	Core skills practised
1. To work together as a group.	Planning who does what and when. 9.2
2. To allocate a budget.	Estimating shares. 3.3
3. To plan a menu, order and cost the food and drink required.	Planning stock and materials needed for a task. 9.3 Working out the costs of goods and services. 1.5
4. Plan the seating and decoration of the restaurant.	Marking out required dimensions and shape. 4.2 Planning the arrangement of items. 9.4
5. Find out and compare the cost of providing the chosen form of entertainment.	Comparing the relative costs and benefits of buying or using different goods and services. 5.2
6. Plan and design a seating plan, invitation, place and menu cards.	Planning how to present information. 9.6 Providing information in writing. 7.3

ACTION PLAN

PART 1: PLANNING AS A GROUP

We hope that you will learn from and enjoy doing this project. READ it through and make sure you know what you have to do and at which stages of the project you will REVIEW your progress. Check your understanding of the PURPOSES and the CORE SKILLS you will practise to achieve them. On the last page there is an Assessment Form on which will be recorded your achievement of the CORE SKILLS stated in the PURPOSES.

In order to make sure that all you do will flow smoothly and be co-ordinated, you need to be organised and work together as a group.

- 1 DECIDE the areas that will need to be covered.
- 2 PLAN in which area each member of the group will work and how often you need to hold further meetings.

Remember to FIND OUT whether anyone in your group is old enough to serve alcohol; if not, consider whether you will need to bring another member into the team.

- 3 DISCUSS and CHECK OUT the plans you have made so far with your off-the-job tutor and if he/she is in agreement proceed to the actual planning of the function.

PART 2: ALLOCATION OF YOUR BUDGET

- 1 FIND OUT the budget at your next group meeting, and ESTIMATE what share of it you will allocate to each area.

Areas that you may need to estimate for are

- a) food preparation
- b) food service
- c) alcohol
- d) restaurant decoration
- e) table decoration
- f) entertainment
- g) menus, invitation, place cards

Can you think of any other areas that will need a budget?

2. Invite your food preparation and food service supervisors to a meeting, to DISCUSS all the planning that has been done to date and to CHECK OUT whether sufficient funds have been estimated for each area.

When your budget is finalised, WRITE UP

- a) a Budget Allocation Record
- b) a Plan of Action

both to be followed at future group meetings.

PART 3: PLANNING THE MENU

You should now be in a position to plan your menu and decide what drinks you will serve. This part of the Action Plan is designed to help you cost your food and drink requirements.

1. Invite your food preparation supervisor and off-the-job tutor to a group meeting to DISCUSS the meal you will prepare and the drinks you will serve.

2. **PLANNING THE MENU: PART A**

- a) PLAN your menu.
- b) WORK OUT the cost of the ingredients required within your allocated budget.
- c) Show how you WORKED OUT the cost.
- d) WORK OUT the total quantities of food to be ordered.

REVIEW: As a group, meet with your food preparation supervisor and CHECK if the food order is accurate.

3. FIND OUT the correct procedure for the ordering of the food required.

4. **PLANNING THE MENU: PART B**

People's palates vary, and so a range of sherry and wine will need to be offered.

- a) FIND OUT the types of sherry available and DECIDE which ones you will offer to satisfy most people.
- b) DECIDE on the wines to be offered to complement the meal you will produce.

Not all the guests will require alcohol, therefore

- c) DECIDE which non-alcoholic drinks you will offer to the guests.
- d) Now, WORK OUT how much

Sherry
Wine
Non-alcoholic drinks

- e) You will need and FIND OUT how they are to be ordered.
- f) WORK OUT their cost.

REVIEW: With your off-the-job tutor, check your calculations and the suitability of the drinks selected. As a group, discuss the legal implications involved in the serving of alcohol.

PART 4: LAYOUT AND DECORATION

1. Invite your restaurant supervisor and off-the-job tutor to a meeting to DISCUSS all the information you have that is necessary to this part of the project, which will help you PLAN the arrangement of the restaurant.

2. **PLANNING THE LAYOUT**

As a group,

- a) MEASURE the dimensions of the restaurant, and from these measurements,
- b) MARK OUT, to scale, the restaurant area.

From these measurements,

- c) PLAN the required seating arrangements.

3. RESTAURANT AND TABLE DECORATION

- a) FIND OUT if there is any special way that the restaurant is to be decorated.
- b) As a group, with your off-the-job tutor, discuss ideas for decoration.
- c) PLAN the arrangement of the decorations.
- d) PLAN what materials you will need
- e) ESTIMATE the quantities you will need in relation to the size of the restaurant.
- f) FIND OUT the costs and availability of materials from different sources.
- g) COMPARE these costs and the benefits of buying or using different goods and services.
- h) DECIDE whether you will make your own decorations or whether you will use the services of a professional.

REVIEW: Invite your restaurant supervisor to a meeting to discuss the decorations you have planned.

PART 5: ENTERTAINMENT

This part of the Action Plan will give you practice in comparing costs and benefits of services from different sources.

1. Discuss the variety of entertainments you could provide in order to
2. DECIDE what type of entertainment is most suited to the function being arranged.
3. PLAN where to find out the necessary information.
4. FIND OUT the necessary information to enable you to COMPARE the relative costs and benefits of entertainment on offer.
5. When you have reached a decision on the entertainment you wish to provide, DISCUSS it with your off-the-job tutor and send a letter confirming your decision.

PART 6: MENU CARDS AND SEATING PLAN

Please read the whole of this part of the Action Plan through carefully before you begin.

In completing this part of the Action Plan you will have practice at Planning and Designing suitable invitation, place and menu cards, and marking out a seating plan.

1. THE INVITATIONS

- a) PLAN what information needs to be put onto the invitation and how to present the information.
- b) WORK OUT the size needed so that all the necessary details can be included.
- c) DECIDE whether they will be hand-printed, typed or commercially printed.

If they are to be hand-printed or typed.

- d) PLAN which member(s) of the group will be responsible. If they are to be commercially printed;
- e) FIND OUT the necessary information so that you can
- f) COMPARE the costs and benefits of using different printing firms.
- g) DECIDE which firm you will use.

CHECK OUT your decision with your off-the-job tutor, and discuss mailing arrangements.

2. PLACE CARDS — AND SEATING ARRANGEMENTS

- a) From your guest list PLAN and design your place cards.
- b) DECIDE on the correct size and whether they will be hand printed or typed.

Then using your guest list and table layout,

- c) PLAN your seating arrangements.
- d) DRAW UP a SEATING PLAN that can be placed near the entrance to the restaurant to enable the guests to find their seats with as much ease and speed as possible.

3. THE MENU CARDS

From the menu you have decided on

- a) PLAN your menu cards.
- b) DECIDE if they will be

hand printed
typed or
commercially printed

- c) If they are to be commercially printed, negotiate with various printers so that you can COMPARE the COSTS and benefits of their services.

REVIEW: DISCUSS your work on this part of the project with your off-the-job tutor.

4. FINAL REVIEW: CHECKING OUT ALL ARRANGEMENTS MADE FOR THE FUNCTION.

- a) Invite your food preparation and food service supervisor to a group meeting, and ask them to check out ALL PLANS and PREPARATIONS already made.
- b) DECIDE if any more negotiating needs to be done before the Function takes place.
- c) REVIEW the whole of your planning strategies, and make sure you are satisfied with them so that you can go on to whichever Practical Section of the project you will be next involved in.

TRAINEE REVIEW

1. Refer to the Purposes and Core Skills listed at the front of this section, and with your off-the-job tutor, decide if these have been achieved in completing this work-based project.
2. Discuss which were the most interesting parts of the Action Plan, and why you found these the most interesting.
3. Take each Purpose and Core Skill separately, and as a group discuss
 - a) in what other job situations these could be used.
 - b) how these skills could effectively be transferred to use within your personal life.
4. How could you follow up this project?
Does it connect with any other projects you have done?
5. With your off-the-job tutor and supervisors, discuss the practical outcome of the project, including the preparing and serving of the food for the function. As individuals, discuss with your fellow group members and your off-the-job tutor, where your strengths and weaknesses lie.
6. Discuss the Record of Progress Achieved Sheet with your off-the-job tutor, and agree what progress you have achieved in completing this project. Decide whether any further practice or training is needed in any of the listed core skills.

SUPERVISOR REVIEW

This section will need to be completed by both the OFF-THE-JOB TUTOR and the SUPERVISOR/S concerned, depending on the situation in which the project is used.

1. Refer to the Purposes and Core Skills listed, and with the trainees, discuss and decide if these have been achieved in completing this work-based project.
2. Discuss which parts of the Action Plan the trainees found most interesting.
3. Take each Purpose and Core Skill separately and discuss.
 - a) in what other job situations these would be of use to the trainee
 - b) how these skills could effectively help the trainees in their personal life
4. Discuss with the trainee how this project fits in with other work they have done, and also how they could follow up this project.
5. Discuss the practical outcome of the project including the preparing and serving of the planned meal.
6. Please refer to the project Information paragraphs on Review and Assessment, then with each trainee, agree on the progress achieved, and decide whether any further practice or training activities are needed.

ASSESSMENT FORM

ASSESSMENT : RECORD OF ACHIEVEMENT

Work-Based Project Title: **READY STEADY GO!**

Trainee's Name:

PURPOSE OR ACTIVITY	CORE SKILL ASSESSED		Further Training Activities	Further Practice Activities	Can Do/ Yes
1. To work together as a Group.	9.2	Planning who does what and when.			
2. To allocate a budget.	3.3	Estimating shares.			
3. To plan a menu, order and cost the food and drink required.	9.3	Planning stock and materials needed for a task.			
	1.5	Working out cost of goods and services.			
4. Plan the seating and decoration of the restaurant.	4.2	Marking out required dimensions and shapes.			
	9.4	Planning the arrangement of items.			
5. Find out and compare the cost of providing the chosen form of entertainment.	5.2	Comparing the relative costs and benefits of buying and using different goods and services.			
6. Plan and design a seating plan, invitation, place and menu cards.	9.6	Plan how to present information.			
	7.3	Providing information in writing.			

COMMENTS: Including other achievements and details of FURTHER training and practice ACTIVITIES AGREED.

SIGNED:— Trainee: Supervisor: Tutor: